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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a vareity of topics, including the following: (1) the interrelationship of reading and writing in the composing process; (2) the relationship between composition teachers' ability to write and the writing achievement of their students; (3) the composing of skilled and less-skilled freshman college students; (4) the composing processes and graphic linguistic awareness of three very young children; (5) a psycholinguistic study of writing; (6) the relationship of textual and nontextual characteristics to schemata for expository and narrative prose; (7) the effects of variations in essay questions on the writing performance of college freshman; (8) the quality and syntactic maturity of college freshmen's in-class and out-of-class writing samples; (9) cognitive style and writing; (10) the effects of various notemaking strategies on the recall of textual material; (12) a theory of composition for undergraduate basic writers; (13) cohesion patterns in expository paragraphs; (14) written communication at the managerial and professional/technical levels; (15) the effects of subliminal implantation in written material on the decision making process; and (16) the composing processes and heuristic strategies of six adult remedial writers. (HTH)

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Abstracts of the following dissertations are included in this collection:

Atwell, Margaret A.
THE EVOLUTION OF TEXT: THE INTERRELATIONSHIP OF READING AND WRITING IN THE COMPOSING PROCESS

Baden, Marian Jeanette Pfeiffer
A COMPARISON OF COMPOSITION SCORES OF THIRD-GRADE CHILDREN WITH READING SKILLS, PRE-KINDERGARTEN VERBAL ABILITY, SELF-CONCEPT, AND SEX

Bennett, Mary Kay
THE RELATIONSHIP BETWEEN COMPOSITION TEACHERS' ABILITY TO WRITE AND THE WRITING ACHIEVEMENT OF THEIR STUDENTS

Buckner, Sally Beaver
PRACTICES AND PRODUCTS: THE COMPOSING OF SKILLED AND LESS-SKILLED FIRST-YEAR COLLEGE STUDENTS

Byron, Peter Manning
ENGLISH SYNTACTIC DEVELOPMENT OF SECOND LANGUAGE LEARNERS: ANALYSIS OF FREE DISCOURSE AT AGES SIX, SEVEN, AND EIGHT

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Daiute, Colette
A PSYCHOLINGUISTIC STUDY OF WRITING

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LISTENING COMPREHENSION AND READING COMPREHENSION AS PREDICTORS OF ACHIEVEMENT IN COLLEGE COMPOSITION

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THE EVOLUTION OF TEXT: THE INTERRELATIONSHIP OF READING AND WRITING IN THE COMPOSING PROCESS

Order No. 8114936

ATWELL, MARGARET A., ED.D. *Indiana University*, 1981. 173pp. Chairman: Jerome C. Harste

Statement of the Problem. The purpose of the study was to characterize the role of reading in the composition of text. Based on a sociopsycholinguistic perception of language, the study assumed that writing is one language expression that is intrinsically affected by the other modes, particularly reading. It was hypothesized that the coherence of the text and the character of the process would change across conditions that allowed the writer to read his emergent text and one which constrained his ability to read. Specifically, it was assumed that visibility of text would result in higher local and global coherence and encourage a more fluent process.

Procedures. Twenty college undergraduates, ten identified as above average or, "Traditional," and ten labeled below average, or "Basic Skills" wrote one narrative essay during a videotaped session that was divided into visible and blind writing conditions. Immediately following the writing task each subject offerred retrospective comment on the experience in general and to particular problem-solving strategies employed during the session.

Data were analyzed in four ways. Analysis of the written *product* involved propositionalizing each text, graphically mapping the text structure and calculating values for the local coherence of blind and visible halves and for the global coherence of each entire essay. The *process* analysis characterized the writing act by noting the frequency of thirteen specific behaviors (long pauses, short pauses, reading in the visible condition, reading in the blind condition, crossing out, inserting, false starts, within-word hesitations, referring to directions, referring to an outline, verbalizing, looking away and multiple behaviors) under visible and blind conditions. *Interactions* between the product and process were analyzed by noting the syntactic position of each process behavior and the grammaticality of that syntactic envelopment and by locating the behaviors within structural episodes of the text. A final post hoc analysis of the *transaction* between reader and text involved re-analysis of three texts selected by outside evaluators as particularly good or bad.

Findings and Conclusions. The analysis of the product revealed little difference in the composition of the text bases of visible and blind writing for either group. However, the texts of Traditional students involved greater local coherence under either condition than did Basic Skills writers' essays. Traditional writers texts also contained higher degrees of global coherence than did the Basic Skills writers' texts.

The process analyses revealed that the character of the writing process varied according to visibility of text and ability of the writer. Using frequency of occurrence, visible writing was more recursive for the Traditional writers and was accomplished with frequent reading of text. The Basic Skills writers were markedly less fluent in the blind condition than they were when they could read their texts. These writers were found to significantly increase occurrence of short pauses and within-word hesitations and decrease reading of any sort under the blind condition.

The interaction analysis revealed that, for all writers, most behaviors occur within clausal/phrasal units of acceptable grammaticality. Traditional students produced few unacceptable structures but increased the frequency of unacceptable syntax two-fold in the blind condition. Basic Skills authors wrote more unacceptable units than the Traditional visible writing and doubled that number in their blind writing. The semantic/process interaction analysis was confounded by limitations of the available software and suggests methodological exploration.

A poc hoc analysis of good versus poor texts offered validation for the values and indicators derived in this study. Outside readers chose as good, texts with high local and global coherence, fluent process and high grammaticality and chose as less successful, texts with lower values for those factors.

Overall, the study suggested that it is the recursiveness of writing that makes text comprehensible and that recursiveness has at least two sources: visibility of the written message and mental scheme for a text structure. Those writers who had clear superstructural plans guiding the execution of their texts were least affected by invisibility of their writing, although all authors exhibited some changes across conditions.

A COMPARISON OF COMPOSITION SCORES OF THIRD-GRADE CHILDREN WITH READING SKILLS, PRE-KINDERGARTEN VERBAL ABILITY, SELF-CONCEPT, AND SEX

Order No. 8122588

BADEN, MARIAN JEANETTE PFEIFFER, PH.D. *The University of Nebraska - Lincoln*, 1981. 227pp. Adviser: Frederick C. Wendel

The purpose of this study was to investigate relationships between composition ability, measured with both a checklist and a normed test of writing, and variables of reading ability, pre-kindergarten verbal ability, self-concept, and sex. In addition, teacher evaluation of composition was compared to the results of a normed composition test. The following instruments were utilized: the *Test of Written Language* (Hammill and Larsen, 1978), *Written Expression Checklist* (designed for this study), *Woodcock Reading Mastery Tests* (Woodcock, 1973), *Peabody Picture Vocabulary Test* (Dunn, 1959), and *Piers-Harris Children's Self-Concept Scale* (Piers and Harris, 1969).

The sample used was an intact group of 81 third-graders within the Seward, Nebraska, School District who had taken the *PPVT* before entering kindergarten. Correlation analysis of the data employing the .05 level of significance was selected as the best method to determine the precise relationship among the variables, using a *t*-test with the variable of sex and Pearson product-moment correlations for the other variables.

Results of this study of third-grade children indicated the following: (1) a significant relationship ($p < .001$) existed between composite skills of writing and composite skills of reading; (2) a significant relationship ($p < .01$ or better) existed between pre-kindergarten verbal ability and third-grade writing performance; (3) a significant relationship ($p < .05$ or better) existed between self-concept and composition ability; (4) no significant difference ($p < .05$) was evident between the composition skills of boys and girls at third-grade level; (5) a significant relationship ($p < .001$) existed between teacher evaluation of composition using a checklist and the results of a normed composition test.

The findings in this study lend support to the conclusion that language arts skills are interrelated and reciprocal, giving substance to the theory underlying methods which combine reading and writing, such as the language experience approach.

THE RELATIONSHIP BETWEEN COMPOSITION TEACHERS' ABILITY TO WRITE AND THE WRITING ACHIEVEMENT OF THEIR STUDENTS

Order No. 8123398

BENNETT, MARY KAY, PH.D. *University of South Carolina*, 1981. 100pp.

Problem. This study was conducted to answer the following question: Is there a relationship between composition teachers' ability to write and the writing achievement of their students?

Three additional questions to be answered were: (1) Do high socio-economic level students receive higher scores on the writing exercises than low socio-economic level students do? (2) Do sixth grade students receive higher scores on the writing exercises than third grade students? (3) Is there a relationship between the students' IQ and how they score on the writing exercises?

Three major assumptions in the present investigation were that schools differ systematically in the average ability of students, the quality of students in a class is influenced equally by the quality of teachers in their school history, and the quality of a teacher as a writer has been effectively constant over the period of teacher and pupil involvement.

Sample. The sample consisted of 240 students and twenty-four teachers who were randomly selected from eight elementary schools in South Carolina. The participants were selected from third and sixth grade classrooms. High, middle, and low socio-economic level groups were represented in the classes. These sociological groups were determined by the proportion of students in a district on free or reduced lunch.

Method. The instrument used to operationalize the quality of teacher and students' writing took the form of written exercises for third and sixth grade students and their respective teachers. Students and teachers were instructed to compose several paragraphs on topics given them by the investigator. The third and sixth grades were not given the same topics. Three professional writers were chosen to serve as evaluators of the teacher and student compositions. The evaluations were done holistically and were scored on a five point scale ranging from "very good" to "very poor." After the papers had been scored by the raters, a classwide median score was calculated

for the writing exercises. The class writing scores were adjusted by a simple linear regression to account for the effects of the students' intelligence quota. Intelligence quotient scores were obtained from the verbal scores on the *Short Form Test of Academic Aptitude* which had been administered to these students during the 1979-1980 school year. Using Kendall's tau, the students' classwide median residual writing scores were then correlated with the teachers' median writing scores.

Results. A correlation between the scores on the writing exercise and the classwide intelligence quotient scores was reported as .77, significant at the .05 level.

The relationship between teachers' writing ability and their students' writing ability was reported as a correlation coefficient of .148 for the third grade participants and –0.161 for the sixth grade participants. After analyzing the direction and magnitude of the correlation, it was determined that for the purposes of this study there was no relationship between the quality of teachers' writing and that of their students.

Conclusions. (1) The investigator concluded that, for the sample in this study, there was no relationship between the writing ability of composition teachers and the writing achievement of their students. (2) The teacher training which led to South Carolina State Teacher Certification for the teachers in this study had no effect on the ability of children to write. (3) There was a positive correlation between the intelligence quotient of the students and how well they wrote on the composition exercise. (4) For the sample in this study, sixth grade students wrote better than third grade students wrote. (5) The writing exercises of high socio-economic level students were scored only slightly higher than the exercises of low socio-economic students.

PRACTICES AND PRODUCTS: THE COMPOSING OF SKILLED AND LESS-SKILLED FIRST-YEAR COLLEGE STUDENTS

Order No. 8114793

BUCKNER, SALLY BEAVER, PH.D. *The University of North Carolina at Chapel Hill*, 1980. 348pp. Supervisor: William Palmer

In recent years a number of studies have attempted to investigate what is not directly observable: the composing process. This study attempts to investigate that process by observation and analysis of composing practices and factors influencing those practices.

Six first-year college women of approximately equal verbal intelligence (as determined by SAT verbal scores), but with different levels of skill in writing (as determined by ratings of two writing samples) were each asked to compose three themes in the presence of the investigator. Each was also asked to describe her language experiences, attitudes towards writing, and habitual writing practices. The three tasks were designed to elicit discourse in three different modes--transactional, literary, and expressive--in an effort to ascertain whether skill in one mode is necessarily related to skill in another or to overall writing ability.

Subjects were given identical instructions, resources, and subject matter. As they composed, using varied colors to indicate reviews and revisions, the investigator noted prewriting time, hesitation time and activity, and duration and method of final review. Subjects were not asked to compose aloud, both because other studies have used this approach and because it is agreed that such activity changes the very process it is designed to investigate. Sessions were tape-recorded, and the subjects' comments, questions, and responses were analyzed and related to composing practices and products.

Each composition was analyzed for focus, stylistic traits, mechanical correctness, and modal characteristics; practices were reviewed to determine amount and kind of prewriting activity, recursive activity, and final review/revision; then inferences were made concerning relationships between practices and discourse. When all three compositions had been analyzed for each subject, comparisons were made among the three modes. Then all analyses were summarized into a profile of that writer, using information from writing samples and interviews as supplementary data. Finally, the composing of all six writers was compared, with special attention given to commonalities and differences that might account for marked skill differences.

Findings of this study not only confirm the complexity of composing activity, but also reveal the highly individual nature of composing practices. Subjects each have characteristic patterns of composing activity, and as expected, practices are reflected in products: prewriting influences focus; recursiveness influences complexity of content and stylistic variety. (For these writers, neither practices nor overall writing quality is associated with mechanical correctness.) Subjects who write recursively also improved more during the semester than did others. Practices are influenced not so much by direct instruction as by other factors: peripheral learning; psychological concerns; cognitive style; degree of comfort with a given task; characteristic language use; and an individual internal model of written discourse and of the appropriate role and behavior for writers.

Concerning modes, it was found that regardless of instructions or of overall skill level, (1) a writer who is not in control of material will compose in the *referential* mode, which focuses on the subject matter itself as the writer attempts to master it; and (2) writers determine the modes in which they write: some avoid expressive writing in all tasks, even those explicitly calling for such, while others include expressive or literary elements in all tasks.

The key factor in determining quality of product was not any one practice or even a pattern of practices, but willingness to go beyond the task, involving imagination and affect as well as cognitive abilities, to make the task one's own. Such involvement resulted in more fluent composing, willingness to devote more time to the task, richer content, and more energetic style.

ENGLISH SYNTACTIC DEVELOPMENT OF SECOND LANGUAGE LEARNERS: ANALYSIS OF FREE DISCOURSE AT AGES SIX, SEVEN, AND EIGHT

Order No. 8122792

BYRON, PETER MANNING, PH.D. *State University of New York at Buffalo*, 1981. 161pp.

The study describes the development of selected English syntactic structures in the oral expression of children from ages six to eight for whom English is a second language (L_2). The research describes the subjects' oral language performance using indefinite pronouns or noun modifiers, personal pronouns, main verbs, secondary verbs, negatives, conjunctions, interrogative reversals, and wh-questions. The study also compares syntactic performance of the subjects with that of a norm group of first language learners of English (L_1).

Fifteen randomly selected Spanish dominant children each at ages 6, 7, and 8 served as subjects for the investigation. Children were identified as Spanish dominant by bilingual teachers and were administered the Language Assessment Scales I (DeAvila and Duncan, 1977) in English and Spanish. A score indicating Spanish dominance on this instrument was the final determiner for inclusion in the study. Response to picture stimuli was elicited on two separate occasions for the 45 subjects. Language generated during these free discourse interviews totalling 100 utterances for each subject was transcribed and scored using the Sentence Developmental Analysis procedures described in Lee (1974). Individual scores for eight grammatical categories and sentence completion were obtained. Derived overall Developmental Sentence Scores were obtained for each subject and mean overall Developmental Sentence Scores and mean grammatical category scores were computed for each age group, each interview, and for both interviews at each age level. A comparison was made between overall Developmental Sentence Score for the second language learners and that of the first language learners as demonstrated in the norms developed in Lee (1974). Grammatical category usage for L_2 learners was described and examples were presented of inaccuracies in syntactic structures. Correlation coefficients were computed for item-total correspondence for each age level by grammatical category. Recommendations were made from the correlations on the retention of grammatical indicators for future research with second language learners.

The mean Developmental Sentence Score was 7.13, 7.47, and 8.82 for ages 6, 7, and 8 for the second language learner group. A sizeable difference in mean Developmental Sentence Score existed between L_1 and L_2 groups favoring the first language learners of English. The correlation coefficient between the first and second interview for L_2 learners was .94, .89, and .76 for ages 6, 7, and 8, respectively. Medium to high correlations were shown between Main Verbs, Conjunctions, Personal Pronouns, Noun Modifiers, and total Developmental Sentence Score at all age levels in the second language learner sample.

A comparison between the L_1 norm and the L_2 group on overall syntactic development favored the L_1 group. At all age levels, only approximately 50% of the sentences attempted by L_2 learners were grammatically correct according to standard English practice.

Various limitations were noted in the study. Among these limitations is noted that subject performance may not reflect peer language nor demonstrate a full range of linguistic performance. Future research was suggested in a replication of the current study and extensions to other than Hispanic language groups.

AN INVESTIGATION INTO THE COMPOSING PROCESSES AND GRAPHIC LINGUISTIC AWARENESS OF THREE VERY YOUNG CHILDREN

Order No. 8127420

CHILDERS, NANCYE MAY, PH.D. *The University of Florida*, 1981. 245pp. Chairperson: Linda Leonard Lamme

This study consisted of an investigation into the composing (dictating/writing/drawing) processes of 3 children ages 2, 3, and 4 at the onset, and the graphic linguistic awareness evidenced as these children generated their own graphic representation. Sixteen structured composing episodes were conducted over a 6 month period, in which the children composed as a group with a responsive adult. Research methodology employed in the study was eclectic in design, involving case study, observational, and ethnographic techniques. Videotapes of the 16 sessions were transcribed and analyzed by 2 coders to describe children's composing processes and to graph and to analyze their graphic linguistic awareness and the nature and functions of their oral interaction while composing.

The unique contribution of this study to research in the area of composing was the development of a research methodology for obtaining and analyzing data on the composing processes of children ages 2-4. Previous research has not studied children so young and appropriate research methodologies had not been developed. The group setting, together with the composing tasks and adult direction, resulted in lengthy sessions (35 to 80 minutes) of active composing. Other researchers have studied children individually. For the 3 children in this study, the group sessions were productive research environments.

Secondarily, it was observed that the children participated more actively in the composing process when the activities were personal, purposeful, and communication for an immediate audience (personal letters and greeting cards) than when the audience was less well defined (group books).

The primary contribution of this study to the research literature in language awareness was likewise the development of a research setting and methodology conducive to ascertaining the graphic linguistic awareness of children ages 2-4. The term graphic linguistic awareness was identified by this study to represent that component of metalinguistic awareness which focuses on graphic representation and its meaning.

The study further contributes an operational definition of graphic linguistic awareness which emerged from observations of the 3 children as they composed. This study has operationally defined graphic linguistic awareness to include letter awareness, word awareness, spelling awareness, and print awareness.

In the area of graphic linguistic awareness, some of the findings might have been anticipated, i.e., that children would be fascinated with each other's names. The quantity of graphic linguistic awareness displayed was an unexpected finding, as were the many diverse ways in which the awareness was demonstrated.

This study raised questions about viewing the composing process for young children as solitary and silent and demonstrated the usefulness of the children's oral interactions both for gathering data about graphic linguistic awareness and for enhancing the composing processes themselves. A schema of the functions of oral interaction while composing was developed.

Research in composing might utilize the group setting and composing strategies developed for this study. Researchers might investigate the impact of an immediate audience and of purposeful, meaningful communication on the composing processes of children ages 2-4.

The term graphic linguistic awareness provides clarity to researchers. The operational definition offers a framework around which future studies might be designed. The amount of graphic linguistic awareness already obtained by the children in this study was substantial, indicating a need to explore the origins of graphic linguistic awareness with even younger children.

This investigation gives guidance to researchers in the areas of early childhood composing and linguistic awareness. It provides a theoretical construct around which an early childhood writing curriculum might be developed and researched. Many questions were generated which provide direction for future research in these areas.

A PSYCHOLINGUISTIC STUDY OF WRITING

Order No. 8123003

DAIUTE, COLETTE, ED.D. *Columbia University Teachers College*, 1980. 189pp. Sponsor: Walter MacGinitie

The present psycholinguistic study of writing offers insights about how linguistic structure and short-term memory processes interact during writing. This study outlines a model of writing, which is based on a psycholinguistic model of talking. Within the framework of the writing model, analysis of the words, clauses, and syntactic structures in 450 faulty sentences written by college students suggests that natural short-term memory limits constrain writers during production of multi-clause sentences. The investigation of errors demonstrates the efficacy of studying writing as derivative of normal speaking processes; such a view offers researchers and teachers a theoretically-based understanding of how writing errors occur.

THE RELATIONSHIP OF TEXTUAL AND NONTEXTUAL CHARACTERISTICS TO SCHEMATA FOR EXPOSITORY AND NARRATIVE PROSE

Order No. 8123630

DAVIS, CAROL ANN, PH.D. *Purdue University*, 1981. 120pp. Major Professor: Michael L. Kamil

This study attempted to investigate readers' cognitive representations for prose type and to determine how readers know when to activate and use these structures during reading. The cognitive representations were investigated through an examination of the commonly accepted expository and narrative distinction. To determine how readers knew when to activate expository or narrative structures, subjects were asked to identify textual and nontextual characteristics that they associated with these prose types. In order to determine the relationship between the knowledge of these structures and reading ability, both good and poor adult readers were used in the study.

Two experiments were developed to investigate the questions under consideration. Subjects in Experiment I were asked to categorize a variety of prose passages as being similar to an expository sample or a narrative sample. After subjects had identified passages as expository or narrative, they were asked to identify characteristics or factors which enabled them to make their decisions. In Experiment II, subjects were asked to categorize nontextual characteristics dealing with reading situations, reading purposes, and the physical properties of materials (e.g., size, type, or cover) as being associated with the expository or narrative sample.

The results of this study indicated that readers had cognitive structures or schemata for prose type, although these schemata did not appear to conform only to the commonly accepted expository and narrative distinction. Even though results did not verify the expository and narrative distinction with these materials, they did suggest that readers look for generalities in prose form among passages. These findings appeared to suggest that numerous schemata for prose type exist or that numerous values have been assigned to a prose form variable in a general schema for prose.

The results of this study also indicated that textual and nontextual characteristics could signal readers when to activate and use these schemata. Readers who are unaware of the characteristics associated with prose types could be losing potential comprehension benefits. Such readers would not have these organizational frameworks available for use before or during their reading of prose materials. Results from these experiments reinforced the importance of considering nontextual factors while investigating prose comprehension.

The findings of this study also indicated that poor readers seem to be less aware than good readers of prose-type schemata and their related characteristics, especially for materials commonly categorized as expository. Poor readers often relied on the subject or content of the passages for making categorizations and did not consider prose form information.

Results from this study begin to provide a description of the schemata readers have for prose type, but they do not provide an explanation of how these schemata are used or how their use affects comprehension of materials. Initial results from this study appear to suggest, however, that poor readers do not have adequate knowledge of schemata for prose types and their related characteristics. As a result, it appears that educators need to develop methods for

teaching poor readers to deal with prose types, particularly with materials commonly categorized as expository. Such methods could include making readers aware of the variety of prose types and the textual and nontextual characteristics associated with them. Before this can be done, however, further research is needed to provide information about prose types and their potential use by readers.

THE RELATIONSHIP BETWEEN THE REFLECTION-IMPULSIVITY DIMENSION OF COGNITIVE STYLE AND SELECTED TEMPORAL ASPECTS OF TIME BOUND, FIRST DRAFT, EXPOSITORY TRANSCRIBING

Order No. 8116059

FISCHER, CHESTER A., JR., PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1979. 130pp. Major Professor: Jack W. Miller

Purpose. This study investigated the relationship between the reflection-impulsivity dimension of cognitive style and various temporal aspects of written composition. More specifically, it sought relationships between variables representing the Matching Familiar Figures Test (MFFT) response latency and error dimensions and temporal variables obtained from timed, videotaped records of transcribing behaviors during time-bound, first draft composing in the expository mode. The relationship of age and sex to these variables and the interrelationships among all the variables were also investigated.

Procedure. The subjects were 32 randomly selected seventh- and eighth-grade students from an independent, coeducational, private school in Nashville, Tennessee. Data were gathered individually at the Peabody College Television Studio by administering the MFFT and then asking subjects to write a 40 minute expository composition on an assigned topic requiring some generalizing. By means of two television cameras, an electronic digital timing device, and a special effects generator with horizontal split screen capabilities, a timed videotape record was made of subjects' transcribing behaviors (i.e., the movement of hand and pen across the page) during the entire writing incident. The basic temporal analysis unit, pause length between words, was used to generate most of the study's temporal variables. Data were analyzed in two phases: (a) an analysis of videotaped, temporal records of subjects' transcribing behaviors and (b) a search for significant relationships between variables ($p < .05$) by means of an intercorrelation matrix.

Major Findings. (1) There were no significant relationships between reflection-impulsivity as measured by the MFFT and selected aspects of written composition. (2) Performance on the latency of response dimension of the MFFT was positively related to two composition variables: (a) composition length and (b) amount of time spent writing the compositions. (3) Age was negatively related to MFFT response latency and to the amount of time spent writing the compositions. (4) Females tended to take more time for the pauses reflective of internal planning, to spend a greater percentage of their total writing time pausing, and to write more rapidly during copying than males. (5) Males tended to take more time for the pauses reflective of the psychomotor activity of lifting the pen rapidly from one word to the next and to have a greater ratio of hesitant pauses/fluent pauses than females. (6) Time spent in prewriting activities was positively related to the variables most reflective of internal planning and negatively related to writing rate during composing. (7) Composition length was positively related to writing rate during composing and negatively related to the pause length between words. (8) Frequency of revisions was positively related to pause length between words and to percentage of total writing time spent pausing; it was negatively related to writing rate during composing. (9) Length of pauses reflective of the psychomotor activity of lifting the pen rapidly from one word to the next was negatively related to both writing rate during composing and writing rate during copying. (10) Length of pauses reflective of internal planning was negatively related to writing rate during composing, but was not significantly related to writing rate during copying. (11) The length of pauses reflective of the external psychomotor activity was not significantly related to the length of pauses reflective of internal planning. (12) Pauses reflective of planning before major syntactical units (i.e., T-units) tended to be longer than for such pauses in general. (13) Writing rate during copying was significantly greater than writing rate during original composing. (14) Relatively little notetaking or outlining was done prior to transcribing.

The implications of these findings for composition researchers, cognitive style researchers, and composition teachers are discussed and directions for further research are enumerated.

THE EFFECTS OF VARIATIONS IN ESSAY QUESTIONS ON THE WRITING PERFORMANCE OF COLLEGE FRESHMEN

Order No. 8115492

GREENBERG, KAREN LYNN, PH.D. *New York University*, 1981. 146pp. Chairperson: Professor John S. Mayher

The central experiment in this study hypothesized that essay questions which offered students a variety of options for structuring answers and which asked students to discuss their personal experiences would improve the quality of students' written responses to these questions. The categories of writing performance which were examined were overall writing quality, syntactic complexity, frequency of sentence control errors, frequency of vocabulary errors, and essay length.

Four types of experimental essay questions were created and pilot tested for this study based on the two levels ("high" and "low") of the two independent variables: "cognitive demands" of an essay question (degree of structure provided) and "experiential demands" of an essay question (degree of personal experience asked for). These questions were administered to 152 bilingual and native English speaking college freshmen enrolled in remedial and non-remedial composition courses.

The overall writing quality of each essay was assessed by the holistically-assigned score on the CUNY Evaluation Scale. The syntactic complexity of each essay was assessed by five indices: number of T-units, words per T-unit, clauses per T-unit, words per clause, and words in free final modifiers. The frequency of sentence control errors was assessed by four indices: number of fragments per T-unit, run-ons per T-unit, misplaced of dangling modifiers per T-unit, and subject-verb agreement errors per T-unit. Vocabulary errors were assessed by counting the number of word form errors per T-unit, and essay length was assessed by counting the number of words per essay. All of the above dependent variables were coded by readers who were hired and trained by the investigator and whose results were tested for reliability.

Twelve separate two-way factorial analyses of variance were conducted in order to examine the relations between the twelve dependent variables and the interaction of the two independent variables. Eleven of the analyses revealed no significant relationships between the dependent variables and the interaction of the independent variables. The one dependent variable which was significantly related to the interaction of the independent variables was the mean number of words in free final modifiers.

A secondary purpose of this study was to determine whether essays assigned failing holistic quality scores and essays assigned passing holistic quality scores differed significantly in the eleven essay characteristics which were quantitatively measured. Eleven separate *t* tests were performed on the eleven essay characteristics (described above). These tests revealed that the significant discriminators of pasing and failing essays were the frequency of sentence control errors and the frequency of vocabulary errors (not their syntactic complexity or length).

The results of this study did not confirm the experimental hypotheses. None of the four types of experimental questions elicited substantially superior measures of rhetorical, syntactic, or lexical performance. Furthermore, the results of this study also showed that students' ability to avoid erros in standard written English was a better predictor of teachers' quality ratings than the ability to manipulate complex syntactic structures.

A COMPARATIVE STUDY OF QUALITY AND SYNTACTIC MATURITY BETWEEN IN-CLASS AND OUT-OF-CLASS WRITING SAMPLES OF FRESHMEN AT WASHINGTON STATE UNIVERSITY

Order No. 8122419

HARTVIGSEN, M. KIP, PH.D. *Washington State University*, 1981. 141pp. Chairman: Raymond J. Young

The purpose of this study was to determine similarities and differences between in-class and out-of-class writing samples produced by the same randomly selected freshman composition students. Specifically, the study sought to determine (1) relationships between sets of in-class and out-of-class essays, separately rank ordered by instructors whose students produced the essays; (2) the direction of the relationship between those rank ordered essays; (3) differences between mean holistic scores assigned by independent readers to sets of in-class and out-of-class essays; and (4) differences between the mean numbers of words per T-unit and words per clause for sets of in- and out-of-class essays.

Six writing samples were gathered from each student in two sections of freshman composition, three in-class essays composed

during a 50-minute period and three out-of-class essays which were one-week assignments. Each in-class sample was paired with an out-of-class sample produced one week later by the same student. Those paired essays, composed one week apart, comprised the three essay sets used in the study. The sets were collected at the beginning, middle, and end of the semester.

Four specific comparisons between in- and out-of-class essays were made, two qualitative comparisons and two syntactic maturity comparisons. First, the two teachers rank ordered from superior to inferior each typed, anonymous set of in-class or out-of-class essays produced by their students. Correlation coefficients were then computed to determine the relationship between in-class and out-of-class rankings for each section within each set. Although all coefficients were positive, only one of the six coefficients was significant at the .05 level of probability. Thus, there was not a statistically significant correlation between in-class and out-of-class rank orderings of student essays as judged by teachers.

Second, a team of three independent readers was trained to evaluate holistically essays on a scale of 1 to 5. Readers read all essays simultaneously at the impressionistic rate of 30 to 40 essays per hour. Essays from both sections were combined in each set, and sets were read in random order. A mean holistic score for each set of in-class and out-of-class essays was computed. Differences between in-class and out-of-class means were then tested for statistical significance. In each set, the out-of-class mean holistic score was significantly higher than the mean in-class score.

Finally, the mean numbers of words per T-unit and words per clause were computed for each set of in-class and out-of-class essays. Differences between the mean numbers of words per T-unit for in-class and out-of-class essays within each set were tested for statistical significance. The differences between means for words per clause for in-class and out-of class essays were likewise tested for statistical significance. Results were similar for both tests. Two of the three sets of in- and out-of-class essays were not found to be significantly different in either mean number of words per T-unit or mean number of words per clause. The means of one set of in- and out-of-class essays (essays produced mid-semester) were significantly different at the .01 level of probability.

In conclusion, this research suggested that student performance in in- and out-of-class writing was inconsistent in overall quality. Data suggested that out-of-class writing was significantly better than in-class writing. Findings suggested that multiple samples of writing are needed to make the most valid assessment of student writing ability and that these multiple samplings should include some out-of-class writing.

COGNITIVE STYLE AND WRITING: AN INQUIRY

Order No. 8120829

KAUFMAN, SUSAN DEFORD SUMNERS, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1981. 376pp. Chairperson: Janet Emig

This inquiry takes direction from the central question: "What is the nature of the relationships between the individual cognitive styles of community college freshmen and certain characteristics of their written products and composing processes?"

Sixty-one freshmen completed two writing sample, the Sigel Conceptual Styles Test (SCST) of cognitive style, and a shortened form of the Emig Student Attitude Scale Questionnaire. Writing samples were first scored holistically, then analytically for six criteria: content; organization of ideas; expression of ideas; usage and grammar; mechanics; and vocabulary. Median and Kruskal-Wallis tests were performed in order to determine whether significant differences exist among certain characteristics of written products and responses to the attitude survey of writers in three cognitive style groups, descriptive-analytic, relational-contextual, and categorical-inferential.

Two writers from each of the three groups participated in case studies and provided two additional writing samples, a videotaped composing session and interview about that session, and a writing background interview. The following data were developed and reported for the case studies: information from background and composing session interviews considered relevant to cognitive style; narrative descriptions of writing completed by six writers; responses to cognitive style-related attitude survey items; composing behaviors; and indices of cognitive fluency and flexibility.

While the Median and Kruskal-Wallis tests performed on data from 61 writers showed no significant differences (using $p = .05$) among performances in writing or responses to attitude survey for writers in the three groups, directionality comments are offered. Using summed total holistic scores as measures, writers whose cognitive style is predominantly descriptive-analytic were awarded slightly higher scores than writers with predominantly relational-contextual or categorical-inferential styles. For the six criteria scored analytically, writers with a predominantly descriptive-analytic style scored higher than the others on "organization of ideas," "expression of ideas," and "mechanics." Writers with a predominantly categorical-inferential cognitive style scored higher on "content" and "vocabulary" than writers in the other two groups. Writers with a predominantly relational-contextual style scored consistently lower than other writers on all criteria except "mechanics." Attitude survey data show this group also scored lowest in "preference for writing."

Speculation is offered as to possible causes of the lack of significant differences in performances in writing and responses to attitude survey of writers in the three groups.

Six case studies are presented in the narrative mode. Steady characteristics of writing are observed for writers in each of three cognitive style groups. Writers with a predominantly descriptive-analytic style are observed to have facility with descriptive language, and to use point of view consistently and purposefully. Writers whose style is predominantly relational-contextual focus on the functional aspects of the subject of their writing, consider the writer in relation to an immediate and relatively limited context, use chronology as an organizational device and spend less time reading and rescanning during writing than do their counterparts in the other two style groups. Writers whose cognitive style is described as categorical-inferential demonstrate a relatively wide world view that encompasses perceptions of the writer in relationship to self, to past and present experience, and to writing task; these writers use writing to make meaning, and use subject matter as a springboard for symbolizing and generalizing.

The inquiry concludes with a discussion of implications of the findings for research and teaching. Questions are posed in four categories: theory; paths of future inquiry; methodology; and practical application of the outcomes of research. The author cites Arendt and Fowles on seeing, and calls for cross-disciplinary studies of thinking and writing guided by vision which sees writing--and writers--whole.

THE EFFECTS OF VARIOUS NOTEMAKING STRATEGIES ON THE RECALL OF TEXTUAL MATERIAL Order No. 8126724

LUCIANO, MAJORIE ZYGIEL, ED.D. *Boston University School of Education*, 1981. 262pp. Major Professor: Thomas E. Culliton, Jr.

Problem. The purposes of this study were to determine: (1) which notemaking strategy has a greater effect on unaided recall: underlining, outlining, or notetaking; (2) which notemaking strategy, i.e., underlining, outlining, or notetaking, has a greater effect on immediate and delayed recall; and (3) which factor has the greatest effect on recall according to the notemaking strategy employed: the quality of the students' notes, the students' reading ability, the students' course letter grade average, or the students' intelligence quotient. Students' notes were judged in respect to: (1) the accuracy of the notes, (2) the completeness of the notes, and (3) the usability of the notes for study purposes. Points were given based on a rating system of 1 = poor, 2 = fair, and 3 = good.

Procedure. The sample for this study consisted of 119 eighth grade social studies students, representing four classes from a middle school in a middle class suburban community. Prior to the study, the *Iowa Silent Reading Tests*, Level I, Form E, and the *Otis Quick Scoring Mental Ability Tests* (Beta), Form FM, were administered to all students involved in the experiment. Heterogeneous grouping prevailed in all four classrooms.

Twelve original reading selections based on important events and famous people found in the history of the United States served as a basis for the instructional material used in this study. Study guides, specific notemaking format sheets, short answer recall tests and model notes were constructed for each of the three notemaking strategies. Trained evaluators were used to determine the quality of the students' notes. A pre-training program on the notemaking strategies and procedures of the experiment was conducted for the cooperating teacher. A similar training program was established for the students participating in the study.

The program for studying the effects that various notemaking strategies have on recall of textual materials was designed to cover a six-weeks period. All four experimental groups were performing the same notemaking strategy for a given week. Two of the groups were tested for immediate recall upon completion of the learning process while the other two groups were tested for delayed recall at the next class meeting. This process was repeated two times per week on a rotational basis until all four experimental classes had completed all of the conditions of the experiment.

Statistical procedures employed were the Two-Way Analysis of Variance and the Pearson Product-Moment Correlation Coefficient. The Two-Way Analysis of Variance was used to investigate the relative effectiveness of the three methods of notetaking on unaided written recall of factual information and on the quality of the student's notes. The Pearson Product-Moment Correlation Coefficient was used to determine the relationship between the three notemaking strategies of underlining, outlining, and notetaking and the variables of I.Q., course grade, vocabulary ability and achievement, and reading comprehension ability and achievement.

Conclusions. The major findings were as follows: (1) The particular notemaking technique of underlining did have a statistically significant effect both on the quality of the students' notes produced and on the percent of immediate, delayed and total factual information recalled. (2) There was a statistically significant relationship between the notemaking strategies of underlining, outlining, and notetaking and the students' I.Q., course grade, vocabulary ability and achievement and reading comprehension ability. (3) There was a statistically significant relationship between the quality of students' notes produced and the students' I.Q., course grade, vocabulary ability and reading comprehension ability. (4) There was a statistically significant relationship between the quality of students' notes produced and the percent of immediate, delayed, and total factual information recalled using the notemaking strategies of underlining, outlining, and notetaking.

A DESCRIPTIVE SURVEY OF THE PREWRITING PLANNING PRACTICES OF SELECTED NORTH CAROLINA POST-SECONDARY COMPOSITION INSTRUCTORS Order No. 8117305

MACLENNAN, THOMAS GRANT, ED.D. *State University of New York at Buffalo*, 1981. 156pp.

Problem. The study attempted to examine the specific relationship which exists between the prewriting activities of subject discovery, focus variance, gathering supporting materials, and subject development of a selected group of North Carolina post-secondary instructors and the objectives, design, instruction, and evaluation aspects of a curriculum planning situation in order to determine the relative importance of each of these factors in achieving successful prewriting planning practice.

Procedure. The population was limited to college and university instructors with at least two sections of composition that semester. First, twenty-five post-secondary institutes were identified. Second, an academic leader in that school was mailed a letter explaining the nature of the descriptive survey and seeking their cooperation in identifying volunteers. Third, ten schools were selected and contact and appointments were made. Finally the researcher personally interviewed respondants in the respondants' offices at a mutually convenient time.

Conclusions. The following fourteen conclusions were made: (1) The major emphasis is on exposition and the expository form. (2) The majority of instructors agreed the division of the composing process into three stages was useful. (3) A substantial majority report diagnosing student needs and then formulating prewriting objectives based on results. (4) The majority of prewriting objectives reflect a renewed interest in the process view of composing. (5) The most recurrent prewriting objective was student awareness of brainstorming techniques. (6) Instructors report using sixty-seven different prewriting strategies. A significant number are recommended but not necessarily incorporated into classroom instruction. (7) Group discussion, interpreting and evaluating ideas, and organization were recurrent *recommended* activities. (8) Freewriting, sensory awareness, group discussion, and organization were recurrent concerns that were incorporated into *instructional* design. (9) Organization and discussion were commonly shared recurrent concerns in both *recommended* and *instructional* design activities. (10) Instructors are providing a broad spectrum of possibilities for the prewriting stage. (11) Classroom presentation of prewriting activities takes on an active student participative flavor since the majority of instructors employ a group discussion or demonstration approach. (12) Evaluation of prewriting activity is not a primary concern. (13) Formal evaluation of prewriting activity is minimal and the most recurrent measure is the individual conference with a writer. (14) Major evaluative concern is with activities that promote *thinking* about a subject and how that thinking is to be *organized* in the most effective manner.

A THEORY OF COMPOSITION FOR UNDERGRADUATE BASIC WRITERS Order No. 8121552

MAPP, LARRY G., PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1981. 129pp. Major Professor: Ralph E. Kirkman

Through an extensive review of literature on composition in higher education, I concluded that no theory of composition for undergraduate basic writers exists which reflects an understanding of the natural ways human beings learn. Preparatory to offering such a theory, I analyzed human information processing systems as they are explained by cognitive theorists. Ultimately I focused on the heuristic processes, the higher order processes of reasoning which make possible human conceptual thought.

The theory of composition which I then proposed considers composition to be a heuristic process. To teach composition according to that theory elaborates on the pioneering work of Janet Emig and argues for a composition program with these features: (1) treats writing as a process of self-discovery and learning; (2) recognizes the necessity for active and engaged learners; (3) predicts a natural, rhythmic growth in writing from the creation of pragmatic and concrete prose to philosophic and abstract prose; (4) assumes growth in writing will be individual and will follow a developmental syllabus within each writer; (5) assumes that the ultimate goals of a writing program will be for the writer to perceive himself as thinker thinking as a writer writing; (6) assumes that these goals will be attained by the writer's abstracting the principles in reasoning and composing from the writing process.

Because the dissertation is philosophical and theoretical, I have defined the nature of theory and evaluated my theory by two sets of criteria. The formal criteria include unity, adequate development, and coherence. The content criteria include viability, psychological validity, philosophical validity, and subject validity.

COHESION PATTERNS IN ENGLISH EXPOSITORY PARAGRAPHS Order No. 8121828

MARKELS, ROBIN BELL, PH.D. *The Ohio State University*, 1981. 169pp. Co-Advisers: Professor Christian K. Zacher, Professor Arnold M. Zwicky

This dissertation atempts to formalize the concept of cohesion in English expository paragraphs by identifying and describing the relationship between nouns and noun chains. It posits the major criterion of cohesion as unity, defined as congruence between a term's syntactic and semantic importance. The means through which terms manifest dominance or unity describe a formal pattern or totality; the dissertation describes and defines four common patterns in English paragraphs: the series united by a common term, the double series united by two common terms, the double series united by one recurrence chain and one inference chain, and the mixed sequence based on combinations of the single and double series. In describing these cohesion patterns, the dissertation simultaneously identifies paragraph structures based on the semantic and syntactic relationship that produce cohesion.

WRITTEN COMMUNICATION AT THE MANAGERIAL AND PROFESSIONAL/TECHNICAL LEVELS: A CASE STUDY Order No. 8114633

MYERS, MILDRED SOCHATOFF, D.A. *Carnegie-Mellon University*, 1981. 107pp.

This dissertation reports on a study of written communication at the technical/professional and managerial levels in a Fortune-500 corporation. Underlying it is the proposition that managers and executives, who are at the upper levels in organizational hierarchies, have different

communications purposes and patterns and, therefore, engage in different forms of discourse, using different rhetorical strategies, than do professional or technical staff such as engineers or financial analysts. This proposition is supported by a body of organizational and communications literature, as well as by the coverage and approach of texts that are frequently used in communications courses.

The purpose of the study was to test the basic proposition by discovering, through rhetorical analyses of documents and interviews with managers and executives, how managerial communication differs from professional or technical communication and what factors account for the differences. Approximately two hundred documents (generated by executives, managers, and professional or technical personnel and all having to do with one project) were selected. The rhetorical analyses included several tests, or classifications, of the data, in order to establish what kinds of writing situations are most frequent for each group, what discourse types (using a model based on those developed by Jakobson, Winterowd, and Kinneavy) and rhetorical strategies (using Aristotle's "proofs") are characteristic of each group, what audiences each group addresses most frequently, and what the interactions are, for each group, between audience addressed and discourse type or rhetorical strategy used.

The rhetorical analyses demonstrated some major differences between the written communications of managers and executives and those of professional or technical employees, differences that were confirmed by the interviews. For example, the great majority of the managerial/executive sample was "descriptive" rather than "analytic," while over half of the professional/technical sample was "analytic," much of it in the form of research reports and problem analyses, which the managerial group almost never did. In addition, one third of the managerial/executive sample involved giving orders or instructions, something professional/technical people did very rarely. Also significant were differences in discourse types (managers and executives used "non-referential" discourse patterns far more often than did the other group) and rhetorical strategies (managers and executives used strategies other than those based purely on logic or reason in over 25 per cent of their writing; the comparable figure for professional/technical staff was only 7 per cent). Finally, the audience analysis showed that 40 per cent of managerial written communication was addressed to subordinates, a situation in which professional or technical people, who have no subordinate corps, did not find themselves.

These analyses identified some distinctive characteristics of managerial communication, raising the question of whether and how the particular communications needs of new or potential managers should be addressed in graduate business schools and in management development programs. Further research, in other types of organizations, is desirable, but there appear to be strong arguments already for incorporating training in specifically managerial communications skills (written and oral) into the existing structure of MBA and other management training programs.

THE EFFECTS OF PEER EVALUATION AND PERSONALITY ON WRITING ANXIETY AND WRITING PERFORMANCE IN COLLEGE FRESHMEN

Order No. 8121895

PFEIFER, JERILYN KYSER, ED.D. *Texas Tech University*, 1981. 111pp. Chairman: Dr. Drayton Y. Roberts

The purpose of this study was to explore writing anxiety and its relationship to writing performance and individual personality type. Further, the study sought to analyze the effectiveness of peer evaluation of student composition as a treatment for writing anxiety. Posttest scores measuring writing anxiety and writing performance demonstrated the effects of peer evaluation by comparing two experimental classes with three control classes.

The sample consisted of ninety-two students of Freshman standing who were enrolled in one of five classes of Freshman Composition and Rhetoric at Abilene Christian University in the fall of 1980. Students voluntarily agreed to participate in the study.

The variables considered were writing performance, determined by a holistic evaluation of two writing samples, and writing anxiety, determined by the Writing Apprehension Test and a similar testing device, designed by the researcher. Individual personality trait characteristics were identified by the Myers-Briggs Type Indicator (MBTI), published in 1962 by the Educational Testing Service. The MBTI is based on Jung's theory that variation in human behavior is not due to chance, but is the result of measurable differences in mental functioning.

The treatment used in this study involved the peer evaluation of student composition in the experimental classes as a regular part of the course work. Student composition in the control classes was evaluated by the instructor, using traditional margin comments. Pretest and posttest scores were gathered from both treatment groups.

These data were analyzed by analysis of covariance in posttest variable scores from experimental and control treatment groups. Pearson product-moment correlations tested the relationships among variables of writing anxiety, writing performance, and personality trait characteristics.

The major results of the study indicate that although favorable trends were found in posttest data, (1) peer evaluation did not significantly reduce the level of writing anxiety in the experimental group; and (2) peer evaluation did not significantly increase the level of writing performance in the experimental group. Finally, it was determined that there are significant relationships between writing performance and personality trait characteristics and between writing anxiety and personality trait characteristics.

It is suggested by these results that the relationship of writing anxiety to writing performance is influenced by personality in that identical levels of writing anxiety in two students may not influence the writing product in the same way because of personality differences, especially on the extraversion-introversion continuum and on the thinking-feeling continuum. Thus, before meaningful conclusions relating writing anxiety to writing performance in heterogeneous groups can be made, other factors, e.g., personality, motivation, and creativity, should be considered.

It is further concluded that the experience of peer evaluation of student composition can be justified as a valid classroom activity. Statistically, this peer evaluation treatment did not affect either writing anxiety or writing performance, but the favorable direction of anxiety and performance scores from the experimental groups suggest, at the least, a continued examination of this treatment.

The possibility is also noted that writing anxiety is an individual trait that is not easily changed once it is established. Research then, might be more expedient in areas addressing anxiety control rather than anxiety reduction, particularly if anxiety reduction does not necessarily contribute to an increase in writing performance quality.

The treatment should be replicated in research and extended to encompass more class-meeting time, more student involvement, and more student interaction between writer and evaluator.

Recommendations for further research include refinements of this evaluation treatment and continued study of writing anxiety and its effects in students with different levels of creativity, motivation, self-concept, and confidence, and in students with different personality trait characteristics.

A STUDY OF THE COHESION DEVICES IN THE GOOD AND POOR COMPOSITIONS OF ELEVENTH GRADERS

Order No. 8117462

PRITCHARD, RUTH JANE, PH.D. *University of Missouri - Columbia*, 1980. 304pp. Supervisor: Dr. Ben F. Nelms

Composition teachers know that students who produce grammatically correct sentences may still not be able to write coherent compositions, and that other students who write compositions which "hang together" at the discourse level may still have grammatical problems. Good writers do more than string together well-formed sentences; they also create ties among sentences.

The focus of this study was on semantic relationships across sentence boundaries which distinguish coherent texts from a disconnected sequence of sentences. Differences between *cohesion* and *coherence* are explained. The cohesion scheme is based on Halliday and Hasan's *Cohesion in English*. Reviews of research in linguistics, stylistics, psychology, composition, and rhetoric are provided.

The purpose was to investigate the relation of cohesion devices to judged quality of writing. Two raters working independently determined quality ratings and "problem sections." Two research questions were: (1) How do the uses of cohesion devices in good and poor compositions differ? and (2) How do the uses of cohesion devices in problem sections (in proportion to total composition) of good and poor compositions differ?

Two coders working independently analyzed the uses of 8 grammatical and 5 lexical devices in 22 good and 22 poor expositions of eleventh graders. Coders read over 13,000 words and coded 4,200 devices. Kendall's coefficient of correlation was used for the two coders. An adjustment was made to standardize the data per 100 words. A square root transformation of $X + 1$ (X = adjusted data) was used to normalize the distribution. A one-way analysis of variance was used to compare the means of transformed data. F-values were calculated.

The original counts for use of each device in problem sections of good compositions were calculated as proportions of the use of each in the total compositions. The same was done for poor compositions. Proportions were transformed with the Arcsin square root transformation to stabilize the variance. A one-way analysis of variance was used to compare the means of the transformed data. F-values were determined.

Because all writers did not use every device and because a few writers could use some devices extensively, thus inflating totals and influencing averages, frequencies of use for each device by good and poor writers were compared using a Chi Square Independence Test.

The Kendall coefficient was .88. Other findings showed significant differences between whole good and poor compositions in average use of pronouns, total grammatical devices, and synonyms. Whole good and poor compositions differed significantly in frequency of use of pronouns, possessives, total grammatical devices, cognates, and lexical devices. Significant differences in problem sections of good and poor compositions were shown in average use of pronouns, possessives, transitions, total grammatical devices, repetitions, collocations, total lexical devices, and total (combined) grammatical and lexical devices.

The overall conclusions are: (1) Although good and poor compositions differed in the use of some particular cohesion devices, they were *not* distinguished by their average use or frequency of use of total grammatical and lexical devices (a count of devices is not measure of the effectiveness of their use); and (2) Problem sections of good and poor compositions *were* distinguished by their proportional use of total grammatical and lexical devices (although poor writers do use cohesion devices, their use either creates, or, at least, does not resolve coherence problems).

The notion of "cohesion problem" has empirical validity, but the notion of "coherence" is vague. The common injunctions of composition handbooks for creating coherence through use of grammatical and lexical cohesion devices should be viewed with caution, particularly by apprentice writers.

SYNTACTIC MATURITY, VOCABULARY DIVERSITY, MODE OF DISCOURSE AND THEME SELECTION IN THE FREE WRITING OF LEARNING DISABLED ADOLESCENTS

Order No. 8127461

RAISER, VIRGINIA LYNNE, ED.D. *The University of Florida*, 198 . 114pp. Chairman: William D. Hedges

The purpose of this study was to describe the written language of learning disabled sixth and seventh grade pupils to establish a basis for further research and curriculum development in the remediation of written language disabilities. Individual content and structural analyses of the free writing of 31 pupils in four resource programs for learning disabled pupils were compared for syntactic maturity, vocabulary diversity, mode of discourse, and theme selection.

The subjects were 22 boys and 9 girls ranging in IQ from 74 - 126 ($\bar{x}$ = 95). For six weeks the pupils wrote on subjects of their own choice without teacher instruction in any aspect of the writing process, including assistance with topic selection or spelling. The only requirement for free writing was to write for ten minutes two or three times weekly with no penalty for errors.

Eight hundred words from each pupil were analyzed for syntactic maturity as measured by mean T-unit length and percentage of garbles (non-meaningful language units including bizarre spellings). Vocabulary diversity was measured by counting all words not included on a list of one hundred words most commonly used by elementary school children in their writing.

Eight writing episodes from each pupil were categorized by mode of discourse (description, narration, exposition, or argumentation) and theme selection. Theme selection was measured on two dimensions: thematic territory (primary, secondary or extended) and subject matter.

The analysis revealed a mean T-unit length of 8.6, ranging from 6.4-10.9 and comparable to fourth graders in other studies. The range of garbles produced was 0-3.4% ($\bar{x}$ = 1.2%). The frequency of garble production exceeded any reported in studies of normal children. Sixty-five percent of the pupils correctly spelled less than 90% of their words, ranging from 68-98%. Extreme care was taken to decipher illegible handwriting and misspelled words before garble analysis. A less careful analysis might have resulted in far more words counted as garbles.

The pupils produced 23,825 words for vocabulary analysis. Eighty-one percent wrote uncommon words below the expected 40% found in one study of elementary school pupils' written vocabulary. The average percentage of uncommon words was 36, ranging from 30-43.

The pupils preferred writing narrative and descriptive stories in primary territory about animals, school, friends, home and family, and sports. Although more pupils preferred narrative, when all the writing was pooled the proportion of description and narration was almost equal. Only 11% of the writing was in the more complex modes (exposition and argumentation). Twenty-three percent was narrative fiction. All but five pupils wrote predominantly in primary territory (home, school, self). Two pupils wrote exclusively in narrative fiction in secondary territory (outside their own experience).

Significant Pearson product moment correlations (r) revealed that pupils who produced higher percentages of uncommon words tended to have higher IQ's, reading vocabulary scores, and spelling grade levels. Girls tended to write longer T-units than boys, although the small percentage of girls tended to diminish the significance of the finding. T-units increased in length with age and grade, although mean T-unit length was two to three years below grade level. Pupils with higher IQ's tended to produce higher percentages of garbles. The correlation between T-unit length and IQ (r = −.07) was almost zero, unlike two studies of normal children which found significant relationships between these variables.

This description of one group of pupils was not intended for generalization to the larger population of learning disabled sixth and seventh graders, but it may offer useful data to others interested in trying to establish development profiles and remediation programs for pupils with written language disabilities.

THE EFFECTS ON THE COMPREHENSION OF SIXTH GRADERS OF FOUR DIFFERENT WRITING STYLES IN CONTENT AREA READING PASSAGES Order No. 8110093

REYNOLDS, JOHN WILLIAM, PH.D. *The University of Wisconsin - Madison*, 1980. 80pp. Supervisor: Professor Richard J. Smith

The purpose of this study was to compare the comprehension scores of sixth graders who had read two content area passages written in four different styles to the comprehension scores of sixth graders who had read the same two passages in their original forms.

Two-hundred, thirty-eight sixth graders took part in the study. They all read versions of the same two passages. They were divided into two large groups according to recall format. One-half of the subjects wrote free recalls after they read. The other half answered a series of objective questions. Within each recall format were five groups. One group read the original version of each passage. The other four groups each read a different stylistic version of each passage. Passage facts and lengths were kept constant over all groups.

Passages were rewritten to make pronominal reference more explicit, to keep sentence structure constant and predictable, to control for sentence length and complexity, and to eliminate the use of the passive voice.

Group means and standard deviations were calculated. All experimental group means in each recall format were compared to the control group mean in the same format using Dunn's Procedure for comparison of experimental means with a control mean. All experimental group means in each recall format exceeded the control group mean in the same format, but none of the differences proved to be significant. There was, however, a large difference between the percentages of total correct responses of the groups in the free recall format and the groups in the objective test format. The free recall format groups had lower scores than the objective test format groups.

The main conclusion drawn from this study was that no support could be provided for rewriting textual materials in the manner set forth in the stated hypotheses of the study.

It was also concluded that the subjects of the study were more adept at answering objective test questions than they were in writing free recall. Possible reasons for this phenomenon were stated and explained.

Finally, it was noted that the most difficult passage, in terms of level of readability according to the Fry Readability Graph, had the highest group mean score. Consequently, the conclusion was drawn that the study provided no support for using a readability measure as a measure of comprehensibility.

THE EFFECTS OF SUBLIMINAL IMPLANTATION IN WRITTEN MATERIAL ON THE DECISION-MAKING PROCESS

Order No. 8127207

RICHARDSON, MAURINE V., ED.D. *University of Arkansas*, 1981. 91pp. Major Professor: Dr. William E. Klingele

The purpose of this study was to investigate the effect of subliminal implantation on the decision-making process. Specifically, the study investigated (1) the effect of the implant on the decision of a subject's choice of reading passages, (2) the effect of the positive implanted stimulus on the choice in a positive direction, (3) the effect of the negative implanted stimulus on the choice in a negative direction, and (4) the effect of age, sex, college, academic discipline, academic classification, and/or national origin on the responses to the questionnaire.

The subjects in this study were 141 voluntary participants enrolled in the Study Skills classes during the Spring Semester, 1980, at the University of Arkansas. They were chosen for their enrollment in this predominately reading-oriented course. The participants were 53 males and 88 females. These individuals ranged in age from 16 to 48 ($\bar{X}$ = 19.96, δ = ±2.18).

The implantation of the symbols was done by way of the 5% screen printing technique. The implants were "Select" and "Do Not Select".

The reading activity included reading subliminally implanted passages. The students read two passages of equal readability (7th grade), and interest (Le Grand-Brodsky and Asheim) levels.

Pearson's Product-Moment Correlation was employed to determine relationships between the variables. High positive correlation coefficients were found between the questions directly related to the implants (Q1 vs Q2 = .61, Q1 vs Q5 = .59, and Q3 vs Q5 = .57).

Chi-Square was employed to determine the differences between the observed and expected results. Significant Chi-Square was found between the responses to the questions specifically related to the implants (Q1 vs Q3 = .47, Q1 vs Q5 = .33, and Q3 vs Q5 = .40).

The Student t-Test statistic was employed to determine significant differences between specific variables. The results between American Indians vs Caucasian and Blacks on Q1 was 1.66 , and Juniors vs Freshmen and Sophomores on Q1 was 1.76.

Frequencies were computed to identify choice differences between the variables.

Based on the results of the statistical computation it was concluded that: (1) females as a whole were more influenced by the "Select" implant than the males; (2) Caucasian females were most influenced by the "Select" implant; (3) Freshmen females were the easiest to influence; (4) significant difference between American Indian males and the Caucasian-Black group may have indicated a cultural difference; and (5) physical maturity was a deterrent to the influence of the subliminal implantation.

THE EFFECT OF A GUIDED DISCOVERY APPROACH ON THE DESCRIPTIVE PARAGRAPH WRITING SKILLS OF THIRD GRADE PUPILS

Order No. 8127703

STEFL, LINDA DISNEY, ED.D. *University of Illinois at Urbana-Champaign*, 1981. 95pp.

Purpose of the Study. The purpose of the research was to determine the effects of a guided discovery approach on the descriptive paragraph writing skills of third grade children.

Procedures. The 196 subjects were randomly assigned to the Experimental, Contrast One and Contrast Two Groups.

The study was conducted over a four-week period during which the Experimental and Contrast$_1$ Groups met with the investigator for a half-hour, twice a week. The Experimental procedure included having the group choose the most descriptive paragraph from two written about an unusual animal, discussing why the one chosen was more descriptive and then re-writing the other paragraph using the most descriptive paragraph as a model while viewing a slide of the described animal. The Contrast$_1$ Group procedures included having the group view a slide of an unusual animal (same as one used for the Experimental Group) and then having the group write a description of the animal. Before each writing session, each subject's description from the previous session was returned and the investigator's written remarks were read. The procedure for the Contrast$_2$ Group was the regular classroom approach to writing under the direction of the classroom teacher.

Comparisons were made between the pre- and posttest gain scores of subjects in the groups. For the general writing, descriptive writing and attitudes toward writing assessments, the statistical procedure used was a two-way analysis of variance. A Scheffé test was performed on all significant group variable data. The paragraph discrimination data were reported as proportions of those in each group who could select the better paragraph. In addition, tests of proportion were used to determine if any differences existed in the group proportions before and after the treatments.

Findings. (1) The general writing mean gain score of the Contrast$_1$ Group was found to be significantly different from those of the other two groups; however, the Experimental Group mean gain score was not significantly different from that of the Contrast$_2$ Group. (2) The Experimental Group mean gain score for descriptive paragraph writing was significantly different from those of the other two groups, but the Contrast$_1$ and Contrast$_2$ Group mean gain scores were not significantly different from one another. (3) Of the four two-way analyses of variance performed on the attitudes toward writing data, only two resulted in significant differences. For the *Teacher Directed Writing Activity*, it was found that the mean gain score of the female subjects was significantly different from the mean gain score of the male subjects. In addition, a significant difference was found between the groups for the *Limited Choice Writing Activity*. However, a Scheffé test did not reveal a significant difference between any of the groups. (4) The results for the pretest porportions revealed that there were differences between the proportions of the three groups. The porportion of disciminators in the Experimental Group was significantly less than the proportion of discriminators in both the other groups. When the posttest proportions were tested, the situation was completely reversed. The Experimental Group proportion was significantly greater than the proportions of both the other two groups.

Recommendations. (1) The limited success of the guided discovery approach to teaching warrants that it be given attention in pre-service and in-service teacher training. (2) Elements that might have contributed to the success of this approach that classroom teachers might become more aware of include the use of models for teaching, involvement of pupils in the discovery of concepts, and the use of highly stimulating subjects for writing.

A DESCRIPTIVE STUDY OF SIX ADULT REMEDIAL WRITERS: THEIR COMPOSING PROCESSES AND HEURISTIC STRATEGIES

Order No. 8124589

SWEEDER, JOHN JOSEPH, ED.D. *Temple University*, 1981. 238pp.

This study addresses three major purposes: to investigate and describe the behavior of remedial students engaging in the act of writing; to discover and describe what heuristics remedial students use when they write extensive/expository compositions; and to describe the effects upon remedial writers when an instructor brings the heuristics they use in writing to their conscious attention.

Six remedial writers were selected from Temple University. All were native speakers and identified as being seriously deficient in basic writing skills. The investigator met them individually six times during the study and asked each to compose aloud on assigned or unassigned topics while being recorded on video tape. The investigator noted the writers' habits and behaviors while composing aloud. When the subjects stopped writing, the video tapes were reviewed by both.

As the students viewed themselves, the investigator asked questions and made statements that attempted to help them become cognizant of their own writing processes and heuristic composing strategies. In addition to analyzing the tapes and transcripts, the subjects' own comments concerning their composing were noted and later taken into account. For the first two sessions students were asked to compose orally on a tape of their own choosing, written in the *reflexive* mode.

For the last four meetings, subjects composed aloud on individual, *extensive/expository* topics that were drawn directly from material that had been presented and discussed in their "regular" writing course. In the post-writing review of the tapes, the investigator not only pointed out, suggested, and questioned the subjects concerning their writing processes and strategies, but also taught alternative heuristic procedures.

The primary instruments used to analyze the tapes and transcripts were a "List of Problem-Solving Strategies," twenty-nine heuristics designed by this investigator prior to the writing sessions, and an outline of "The Dimensions of the Composing Processes of Adult

Remedial Writers," an adaptation of Emig's work (1971), devised after all writing sessions were conducted.

The analysis showed that those remedial writers were cautious planners and reluctant risk-takers, even though they employed a wide variety of techniques to explore topics and generate ideas for them. Failing to comprehend adequately the implied purposes of expository writing assignments, editing prematurely, and neglecting to discern clearly hierarchical structures implicit in some of their plans posed significant problems for them. The heuristics they employed as they pre-wrote, planned, and started numbered thirteen--most notably, role-playing, relying on routines, inventing questions, and letting their subconscious work. They displayed two styles of composing aloud, one of which encouraged *rereading*, which aided them in making sure they were effectively communicating their written messages as they evolved on the page. Rereading behaviors strongly affected their fluctuating composing rates; as they reread they tended to reflect on what they had written, project what they were going to say next, return to planning, and perform minor editing. Writing, for them, was not a linear process, but rather one that was recursive and anticipatory. While composing, they frequently employed the heuristics of brainstorming, "satisficing," nutshelling, and inventing questions--all of which enabled them to rely less upon inspiration. Most tended to perform only minor corrections, *while* they wrote; however, one subject attempted manipulating larger segments of discourse beyond the word/phrase level and reordering main ideas occasionally. Those two editing features may have been indicative of potential improvements in one's editing processes. In contemplating final products, they were unable to pinpoint specifically where they felt their writing succeeded or failed. Finally, there was evidence suggesting that resting and incubating helped them accomplish more, become less fatigued, and create more complex plans.

LISTENING COMPREHENSION AND READING COMPREHENSION AS PREDICTORS OF ACHIEVEMENT IN COLLEGE COMPOSITION

Order No. 8113478

TAYLOR, H. ROLD WAYNE, PH.D. *University of Washington*, 1981. 110pp. Chairperson: Professor Henry M. Reitan

A literature search revealed the disparity that existed between community college students' low academic skills and the academic expectations of college work.

This study sought to determine the listening and reading comprehension level of a sample of community college students, and to determine the relationship of listening comprehension and reading comprehension to final course grade. Subjects were 78 students enrolled in English 81, a composition course enrolling both academic and vocational students. Listening was measured using a televised presentation of content in the Nelson-Denny Reading Test, form D. Reading Comprehension was measured with form C of the same test.

Additionally, the study examined the relationship between listening and reading. The combined grade predictive power of listening and reading, along with other independent variables, was analyzed. The variable list included age, sex, high school grade point average, college grade point average, college credits, grade level of "teacher talk," attendance, and cognitive preference. Final course grade was the dependent variable.

The procedures used for the data analysis were Pearson Product Moment Correlation, Stepwise Multiple Regression Analysis, and the Scheffe Procedure.

The results disclosed that listening had no significant relationship with final course grade. Reading comprehension, however, did show significance with final course grades. When a stepwise multiple regression analysis was employed to examine the combined relationship of the total independent variable list to final course grade, a multiple correlation of .851 to .923 was found and accounted for 72 per cent to 85 per cent of the variance in grades. Attendance was ordered first most frequently.

It is recommended that community college entrance assessment include evaluation of the reading skills of entering students to better aid in placement and guidance, and to assist in curriculum design.

It is further recommended that the guidance and orientation program encourage students to attend class regularly. In this study, attendance accounted for 36 per cent of the variance in grades for all participants.

A STUDY OF THE ENCODING VS. MEMORY STORAGE FUNCTION IN COLLEGE NOTETAKING

Order No. 8109526

WELLINGTON, KATHERINE REED, PH.D. *University of Minnesota*, 1980. 192pp.

A common study practice in college is to read and take notes on textual and supplementary reading material. It is often assumed that the process of encoding, or actually taking the notes, helps the student become actively involved with the material and therefore remember it. It is also often assumed that the written notes provide a useful review-memory storage function for students who study their own notes prior to being tested.

The present study investigated the efficacy of recommending notetaking and reviewing as a superior study technique for processing college material. Comparisons were made between the notetaking/reviewing own notes method and five other study methods; 110 college undergraduates were randomly assigned to six treatment groups. The treatment groups were: (1) notetake and review own notes prior to testing; (2) notetake and review another's notes prior to testing; (3) notetake and perform placebo activity prior to testing; (4) read and review article prior to testing; (5) read and review another's notes prior to testing; and (6) read and perform placebo activity prior to testing.

Five hypotheses were tested which addressed the value of notetaking and reviewing. It was assumed that notetaking and reviewing prior to being tested would result in the highest score on a retention measure and that reading without review would result in the lowest score.

In the first 45 minute session, students either read and reread a six-page article or read and took notes on the same six-page article. During a six-minute review period five days after the first session, students either performed a placebo activity, reread their notes on the article, studied another student's notes on the passage, or studied the original article without notes. All students were given two criterion measures following the "review" period: a 25-item factual multiple choice test and 44-item modified cloze measure.

Results on the dependent measures were examined using one-tailed orthogonal contrasts and one-way analysis of variance procedures. While the study's primary hypothesis, predicting that students in the notetake/review own notes group would outscore students in any of the other five groups on a retention measure, was not supported, several other hypotheses were. For example, students who read the passage and studied another's exemplary set of notes prior to being tested did, in fact, score significantly higher on a multiple choice retention measure than students who did not review, and who either took notes on or merely read the material. Also, as predicted, students who read and reread the material prior to being tested scored significantly higher on a modified cloze measure than students who took notes on the material and then reviewed another's notes prior to being tested.

It was felt that the study's findings particularly supported the review function of notetaking and that the merit of the encoding/notetaking process might have been more evident if time had not been strictly controlled and if training had occurred on how to take efficient notes.

RECURSIVE MOVES: A STUDY OF THE COMPOSING PROCESS

Order No. 8113571

WOLFF, ALINE, PH.D. *Columbia University*, 1981. 174pp.

This dissertation presents a detailed analysis of videotapes made of four college freshmen as they composed pieces of writing both for their college course requirements and for their own interest, for both school and non-school audiences. The tapes and their transcripts reveal the actual behavior of students as they write, and demonstrate that the composing process is far more complex than might be estimated from viewing samples of even preliminary drafts of completed prose.

This study focusses on an aspect of the composing process observable through a photographic technique: the recursive move, which includes any move that adds, deletes, or changes any part of an already completed text. All four students taped for this study made recursive moves in every writing task; however, there were distinct variations in the frequency and function of these moves. Recursive moves, which ranged in frequency from an average of 2.53 to 7.35 per 100 words written, functioned to add, delete, or change the substantive content, the grammatical structure, the stylistic choices, the mechanical features, and the cohesive ties of any writing task. Once the frequencies and standard deviations for recursive moves in general and by category for each student and each task had been established, it was possible to look for consistent variations and patterns in the data. No significant patterns of variation were correlated with the writing tasks themselves, whether the tasks were grouped according to rhetorical mode, function category, or assignment type. The statistically

significant patterns of recursive moves suggested that the students could be grouped in pairs, each having a different recrusive move strategy. Two of the students in this study were far more likely to make recursive moves which affected the substance and grammatical structure of their writing, while the other two, who consistently made far fewer recursive moves in general, were more likely to make moves which affected the style and mechanics of their writing tasks.

The information revealed by the analysis of these two different types of recursive move strategy suggests the possibility of two very distinct approaches that students take to their own composing process, which can be characterized as a thinking/reformulating approach contrasted with an editing/proofreading approach.

This study asserts the value of the recursive move as an analytical tool for the study of possible differences in the ways students approach the composing process. The lack of correlation observed in this study between the nature of the writing task and the variations in frequency and function of recursive moves suggests that the content, form, and dimension of a writing task may not be the only significant factors influencing composing strategies. Recent literature in the field, including the work of Mitchell and Taylor, Flower, Emig, and Ong indicates that writers' perceptions of their audiences may be involved in successful composing strategies. This study concludes that alternative influences on the composing process, particularly those connected with the relationship between writer and perceived audience, should be given further consideration.

STUDENTS, TEACHERS AND WRITING: AN ETHNOGRAPHY OF INTERACTIONS IN LITERACY Order No. 8127091

WOODS-ELLIOTT, CLAIRE ANN, PH.D. *University of Pennsylvania*, 1981. 441pp. Supervisor: Allan Glatthorn

In the past twenty years, the field of writing research has burgeoned in response to increased public and professional interest in writing skills and the development of writing abilities. In particular, research has begun to consider the process of writing rather than the products of student writers. Basic research in the composing process has suggested some of the complexity of the process involved as the writer spins words and thoughts on the blank page.

A number of careful observational studies have described the composing processes of different writers; the child, high school student, freshman, adult basic writer and so on. These writers have been observed as they write in special research situations rather than in the natural contexts in which they would normally use writing. Recently some researchers have taken research in writing into the classroom to observe children composing in context. In these studies the focus has been on the child as a writer, or on the nature of the writing events as they occur during the school day. Observation and description of the teacher's role has been tangential to the primary foci.

We know little about what happens when teachers teach writing and children learn. We do not have accounts of what are the ingredients of teaching writing. We have little information about what teachers do with the dicta of textbooks, of teacher education courses or their own experience of writing as they teach writing in their classrooms. I therefore set out to discover writing instruction; its ingredients, dimensions and parameters in three classrooms. I wanted to explore what teaching writing means for three teachers--a sixth grade elementary teacher, and two high school teachers.

To this end I carried out my research as a participant-observer in three classes for a period of time, in each case no less than a semester and in one case for one school year. Narrative accounts and accompanying analyses of teachers and students in interaction when writing is the focus of instruction, are framed by the perspectives of ethnography. The intention has been to present detailed portraits of writing teachers and the issues related to their instructional policies in the classroom context.

These accounts are supported by essays on ethnography in writing research and on the theoretical frameworks which inform the studies. The narrative accounts and the essays provide both wide and more specific perspectives on what it means to become literate in the environment of the classroom. Thus, the contrastive ethnographic studies offer a perspective which is informed by a wider perspective adumbrated in the ethnography of communication and, within that, the ethnography of literacy. The classroom is thus considered as but one of many contexts in which students learn to use writing as an alternate mode of communication. A theoretical argument is thus made for classroom research in writing to the well situated within the wider framework of research on socialization into the uses and functions of literacy in many domains and contexts.

The essays and accounts are written in response to the question, "What happens when a teacher teaches writing?" The intention in answering that question in some measure is to offer a contribution to the field of research in writing by way of drawing together the implications of ethnographic reseach perspectives in communication and literacy, of basic research in the composing process and classroom observation studies so that a way of talking about issues in teaching writing and a *platform* for writing instruction grounded in the reality of language learned in use, might be initiated.

THE EFFECTS OF INDIVIDUALIZED WRITTEN FEEDBACK, REWRITING, AND GROUP ORAL FEEDBACK ON BUSINESS LETTER WRITING ABILITY Order No. 8113887

WUNSCH, DANIEL RANDALL, PH.D. *University of California, Los Angeles*, 1980. 140pp. Chairman: Professor Lawrence W. Erickson

The purpose of this study was to investigate the effects of three different teaching methodologies on the quality and effectiveness of business letters. The study was primarily concerned about the main and interaction effects of the three methodologies. The hypotheses for the study concerning the main and interaction effects were: (1) The quality and effectiveness of business letters would not be affected by whether students received comments or symbols as feedback. (2) The quality and effectiveness of business letters would not be affected by whether students rewrote their assigments or not. (3) The quality and effectiveness of business letters would not be affected by whether students received group oral feedback or not. (4) The quality and effectiveness of business letters would not be affected by any combination of the three treatment variables.

Of secondary interest in this study was the relationship that selected pre-measures had with letter writing ability and the effect that instructors had on the quality and effectiveness of business letters.

The study was conducted during the Spring semester of 1980 at California State University, Northridge. The study used eight classes of "Analysis of Communications for Business" with four instructors each teaching two of the classes. Each instructor used identical materials during the time of the study.

Each treatment variable had two levels and students were randomly assigned to each combination of the treatments within each class. The effect of the treatments was measured at the end of the study through the use of a written business letter. Each final letter was evaluated three times by three instructors with the mean score used as the dependent variable.

The study used a 2 x 2 x 2 factorial design and the data was tested for significant differences by an analysis of variance and an analysis of covariance.

The following findings are the result of the analysis of data: (1) There was no significant difference between students who received comments and students who received symbols as feedback. (2) There was no significant difference between students who rewrote and students who did not rewrite. (3) there was no significant difference between students who received group oral feedback and students who did not. (4) There were no significant differences for any two-way or three-way interactions between and among the possible combinations of the three treatments. (5) There were significant differences on three pre-measures when the mean scores for all of the students for each instructor were analyzed. The pre-measures were grade point averages, objective test scores, and scores on a written letter. Using an analysis of covariance controlling for these differences, the tests for main and interaction effects of the three independent variables resulted in no significance. (6) An analysis of covariance using Instructor as an additional treatment and the pre-measure score on a written letter as a covariate, resulted in significant differences for the main effect of Instructor at the .01 level. (7) An analysis of variance and an analysis of covariance was conducted testing for main and interaction effects for the students for each Instructor. For one Instructor, students who received comments had significantly higher mean scores than the students who received symbols. For another Instructor, students who received group oral feedback had significantly higher mean scores than the students who rewrote and did not receive group oral feedback. Finally, for one Instructor, students who received comments and did not rewrite had significantly higher mean scores than students who received comments and did rewrite.

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